DOCUMENT RESUME

ED 043 630 TE 002 060

AUTHOR	Cortright, Henrietta H.; And Others
TITLE	Criteria to Evaluate Speech I in the Senior High School.
INSTITUTION	Speech Communication Association, New York, N.Y.
PUB DATE	Sep 68
NOTE	8p.; Reprinted from "Speech Teacher," v17 n3 Sep 1968
AVAILABLE FROM	Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 ($0.25, 10 or more $0.20, prepaid)
EDRS PRICE	EDRS Price MF-$0.25 HC Not Available from EDRS.
DESCRIPTORS	*Accreditation (Institutions), Course Evaluation, *Evaluation Criteria, Group Discussion, Instructional Materials, Interpretive Reading, *Oral Communication, Program Development, *Secondary Education, Speech, Speech Curriculum, *Speech Education, Speech Skills, Teaching Procedures

ABSTRACT

To justify the inclusion of speech as a separate subject field at the high school level, specific criteria are presented which can be used by accrediting associations, by speech professors and students in teacher preparation programs, and by teachers in the planning and evaluating of classroom programs in speech. Criteria include (1) 20 general and specific speech objectives for the secondary school student, (2) a definition of the 5 special characteristics of speech, (3) an analysis of the principles essential for effective speech--i.e., thinking, language, use of voice, action, listening, observing, and delivery, (4) the major divisions of speech communication--i.e., formal and informal speech, group discussion, parliamentary procedure, and oral reading, (5) detailed outlines of effective instructional procedures, materials, and activities, and (6) questions used as a basis for program evaluation. (JM)

Speech Teacher, Vol. 17,
No. 3, September 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Henrietta H. Cortright, Doris S. Niles, and Dorothy Q. Weirich

CRITERIA TO EVALUATE SPEECH I IN THE SENIOR HIGH SCHOOL

ED043630

EDITOR'S NOTE. This project is the work of a committee of the Secondary School Interest Group of the Speech Association of America. Serving as consultants for the project were Kenneth Burns, University of Illinois; Betty M. Collins, Memphis State University; Rupert L. Cortright, Wayne State University; Ralph L. Lane, Glenbrook High School, Northbrook, Illinois; and Karl R. Wallace, University of Illinois. The editor is indebted to many persons who made critical comments concerning the form, content and style of the article.

FOREWORD[1]

SPEECH, with its counterpart listening, constitutes the primary means whereby man most commonly comes to an understanding of himself and his universe. It is the basic means through which he formulates thought and the major process through which our society operates and maintains itself. It is central to the functioning of religious, political, social, and economic life.

Speech is complex behavior which involves thought, attitudes, use of language, sound and action. It is a social process, an interaction among people whose purposes are to effect commonality of understanding.

Henrietta H. Cortright is teacher of speech, Ernest W. Seaholm High School, Birmingham, Michigan. Doris S. Niles is teacher of speech, Will Rogers High School, Tulsa, Oklahoma. Dorothy Q. Weirich is teacher of speech, Webster Groves Senior High School, Webster Groves, Missouri. Miss Niles and Mrs. Weirich are members of the Editorial Advisory Board of the *Speech Teacher*.

1 Adapted from the following: "Principles and Standards for the Certification of Teachers of Speech in Secondary School," *Speech Teacher*, XII (November 1963), 336-337.

TE 002 060

Through speech the individual is helped to integrate knowledge. In a democratic society it is vital that intelligent individuals be made articulate in order that intelligence may prevail.

Speech is learned behavior. Upon its proper learning depend much of the individual's self-realization and his development as a thinking, mature, responsible person. To improve speaking is to contribute importantly to an individual's mental and emotional health and well being.

To be most effective such learning is best achieved through organized instruction under competent teachers of speech.

THE PLACE OF SPEECH IN AMERICAN DEMOCRACY

Just as the eighteenth century is often referred to as the "Age of Reason," the twentieth century may well come to be known as the "Age of Communication." Man lives in a complex society where the ability to make himself clear and to understand his fellow man has never been more imperative.

Today man is confronted with some of the most difficult problems that he has ever been called upon to solve. Speech must be used to resolve these problems.

As Americans we believe in free speech. We believe also in responsible speech. We realize that speech may be used in an irresponsible manner to distort truth and to destroy freedom. Man must be responsible for what he hears, what he understands, what he says. He

Copyright Speech Assn. of America, 1968

must be responsible for an intelligent and accurate interpretation and evaluation of truth. Therefore, the need for training in speech is common to everyone, and skill in its use must be acquired by everyone.

As speech teachers we believe that through speech we assimilate thoughts, opinions, ideas, emotions, and truth to arrive at understanding. We believe that the success of every endeavor depends upon the ability to communicate. We believe that effective communication requires the development of special speech skills, special techniques, seriousness of purpose, all achieved through rigorous discipline. We believe that intelligent, responsible speech is a skill that can be taught, learned, and practiced.

Criteria To Evaluate Speech

The criteria here presented for speech in the senior high school apply to instructional methods, materials, and activities. In order to make them more usable not only by speech teachers but also by administrative personnel, they are organized within the pattern set by the editors of *Evaluative Criteria.* The format is familiar to counselors, principals, and superintendents.

The manual, entitled *Evaluative Criteria,* has been published each decade since 1940. It is prepared by the National Study of Secondary School Evaluation and administered by a General Committee composed of representatives of the regional accrediting associations. The manual has provided the bases for accreditation of all senior high schools in the United States (except in the State of California which has its own evaluation). The purpose has been to assure a sound appraisal of the quality of a secondary school and to encourage the staff to attain the highest possible standards of excellence. All good schools meet these standards and undergo self-evaluation, prior to regional evaluation.

Speech is not yet listed as a separate subject field in *Evaluative Criteria* because teachers of speech have not established the criteria for evaluating speech. Accordingly the criteria here presented are written in the same pattern as those used for English, social studies, mathematics, science, and other subject fields, in the confident expectation that speech will be given similar status.

These criteria are sufficiently broad to meet the philosophy and objectives of different types of schools and the needs of their students.

The format of *Evaluative Criteria* is consistent with the aims of the Speech Association of America in the demands for higher standards of certification of teachers and accreditation of schools.

These criteria for speech are presented with the following purposes in mind: first, they should be useful to the Speech Association of America to persuade the members of the National Study of Secondary School Evaluation and the regional evaluating and accrediting associations to include speech as a separate subject field in the next edition of *Evaluative Criteria;* second, they should be useful to professors and students involved in the preparation of secondary school teachers of speech; third, since they are organized within the pattern set in *Evaluative Criteria,* they should gain the recognition of administrators of secondary schools as an integral part of the evaluative program of their schools; fourth, they should be welcomed by teachers of speech as a checklist or measuring device to determine whether their students have an adequate knowledge of speech principles and have sufficient practice and experience in speaking.

General Objectives for the Student

1. To develop the ability to speak competently, confidently, and ethically in a democratic society.
2. To understand the nature of speech as a force in self-expression, communication, and social control.
3. To develop favorable attitudes toward the potential and power of speech.
4. To develop sound standards as a framework of reference within which the student can criticize constructively his own speaking and the speaking of others.
5. To learn expressive emotional and intellectual response to ideas and images.
6. To gain insight into individual speaking abilities and needs, to develop a desire for improvement, and to succeed in using acceptable speech habits.

Specific Objectives for the Student

1. To employ critical analysis and creative thinking in speaking and listening.
2. To apply reasonable and responsible judgment to what is said and how it is said.
3. To become proficient in the use of thought, language, voice, and action.
4. To develop skill in analyzing the speaker, audience, subject, occasion, and communicative process.
5. To acquire knowledge about, and practice in, the methods and techniques used in the forms of discourse: conversing, speech making, reading aloud, discussing, and parliamentary procedure.
6. To practice the techniques of listening attentively, objectively, and critically to the ideas of others.
7. To develop controlled, skillful, expressive, and meaningful use of the body in speaking.
8. To learn the nature and importance of voice and to practice its effective use in communication.
9. To study and practice effective use of appropriate language in oral communication.
10. To understand the close interrelationship of the processes of learning and speaking.
11. To learn how to collect, evaluate, and utilize evidence and reasoning in discussion and formal speaking.
12. To understand and practice the process of reflective thinking.
13. To learn how to choose subjects for speeches as well as for other forms of oral communication.
14. To evaluate objectively one's own performance and that of others.

Special Characteristics of Speech

1. Speech is personal; yet it can best be learned in a social situation wherein informality and rapport exist.
2. Speech is more than language; it is a direct confrontation, creating immediate reaction and interaction.
3. A close correlation exists between the effectiveness of communication and the character of the speaker.
4. Action on the part of the speaker and perception on the part of the audience are unique parts of the learning process.
5. The vocal mechanism is an instrument to communicate meaning, emotion, and mood in speech.

Organization of the Course in Speech I

1. Speech is designated as a separate subject field.
2. At least one semester of speech is provided for all students; one full year is desirable.
3. The personnel of the class is limited to students in the tenth, eleventh, and twelfth grades.
4. The maximum enrollment of the class is limited to twenty-five students (a goal of twenty is desirable) in order that each student may participate frequently and receive constructive criticism.
5. With emphasis upon individualized instruction, opportunities should be offered to students with varying abilities to learn from each other and to work together.
6. The class is scheduled to meet daily for a period of one hour.
7. In schools where a form of flexible or modular scheduling is used, the equivalent of five hours per week in basic speech training is required.
8. The fundamentals course is designed as a prerequisite for all other courses in the speech subject field, such as debate, dramatics, advanced interpretation, radio, and television.
9. The speech course is taught by a fully certified teacher accredited in speech.
10. Remedial and clinical work with speech and hearing disorders is done by trained therapists.

11. Performance assignments are made sufficiently in advance to give adequate time for preparation and practice.
12. Time is allowed for adequate evaluation of speech activities.
13. Constructive criticism is given in oral and written form by the students and by the teacher.
14. High levels of English practice, including appropriate grammar, pronunciation, language and speech style, are required.

The Nature of the Offerings

Principles Essential to Effective Speech

1. Thinking includes the processes of sensing, perceiving, comprehending, synthesizing, applying, and evaluating.
2. Language includes vocabulary, pronunciation, meaning, usage, and style.
3. Use of voice implies appropriate quality, pitch, articulation, inflection, volume control, force, projection, emphasis, and time.
4. Action includes posture, facial expression, gesture, and bodily movement.
5. Listening and observing include perceiving, analyzing and evaluating.
6. Types of delivery include extemporaneous, impromptu, memorized, and reading from a manuscript.

Divisions of Speech Communication for Study and Practice Purposes

1. Informal speech includes communicating to establish personal relationships, reciting in the classroom, speaking in social situations, and speaking to serve practical needs.
2. Formal speech includes speeches to interest, to entertain, to inform, to stimulate, to convince, and to persuade; interviews to seek employment and to gain information; speeches to observe special occasions, such as to eulogize, to pay tribute, to dedicate and commemorate.
3. Group discussion includes buzz sessions, forums, and panels.
4. Parliamentary procedure includes following an order of business, adhering to the steps in considering a motion, and observing precedence of motions.
5. Oral reading includes reading from a manuscript to communicate meaning, feeling, and mood from the written page to the listener.

Direction of Learning

Instructional Procedures

The elements essential to effective speaking are introduced separately for learning purposes, then given continuing attention in all speech activities throughout the course.

1. Patterns of thought are taught.
   a. Clear, discriminating, perceptive patterns of thought are required.
   b. Independent and individual thinking is stressed.
   c. Various organizational patterns for development of speeches are studied.
   d. Valid research, accurate and careful use of authority and evidence, and original thought are used to support these organizational patterns.
2. Use of acceptable language is taught.
   a. Acceptable English usage is stressed.
   b. The development of a more extensive vocabulary, careful articulation, and acceptable pronunciation, and a fine discrimination in the use of words are given attention.
   c. Language which is appropriate to the subject, the speaker, the audience, and the occasion is emphasized.
   d. The development of good oral style in speech composition is encouraged.
   e. Oral style, as distinguished from written style, is stressed.
3. The effective use of the voice is taught.
   a. The importance of voice in communication is emphasized.
   b. The characteristics of a good voice are stressed.
   c. The steps in voice production are presented.
   d. The basic skills in the use of the voice quality, pitch, inflection, volume, force, projection, resonance, emphasis, and time including rate, pauses, and duration of syllables are developed.
4. The use of action is taught.
   a. Action to release and control muscular tension is explained and demonstrated.
   b. Purposeful and meaningful action by the speaker is required.
   c. Good coordination is developed in walk, posture, gestures, and facial expression.
   d. Poise and self-confidence are developed so that adjustment to changing situa-

tions and adaptation to different audiences can be made with ease.

c. Effective action is shown to be a powerful means of offering the audience a deeper understanding of the speaker's meaning.

f. Skill in the handling of audio-visual aids is developed.

g. The need for appropriate appearance is emphasized.

5. Skills of listening and observing are taught.
   a. The purposes of listening and observing are presented.
   b. Techniques for effective listening are stressed.
   c. The ability to think clearly is developed.
   d. The abilities to perceive critically, to weigh, and to evaluate are encouraged.
   e. Thoughtful analysis and creative thinking are required of both the speaker and the listener.

6. Types of delivery are taught.
   a. Extemporaneous delivery (carefully prepared but not memorized) is used in most formal speaking occasions.
   b. Impromptu speaking is used in conversations and when thoughts and information are organized during the utterance.
   c. Manuscripts are used in speaking and in reading aloud where precise wording is important.
   d. Memorized material is used occasionally.

The elements of effective speech for communication are separated for learning purposes; however, individual improvement in these elements is given continuing attention.

1. Effectiveness in informal speaking is taught.
   a. Interest in persons is stimulated since speech involves interpersonal relations.
   b. Rapport and understanding are promoted among the students and between the student and his teacher.
   c. Appreciation and tolerance for the ideas of others are encouraged.
   d. Preparations are made for types of interviews, such as those for information and for employment.
   e. An awareness of the importance of speech in daily living is developed.

2. Preparation and delivery of formal speeches is taught.
   a. Standards for effective speaking are developed.
   b. An understanding of the different types of speeches is promoted.
   c. Subjects are chosen according to the interests and capabilities of the speaker, appropriateness to the audience, to the occasion, and to the time available.
   d. Selection of the title of the speech which will gain favorable attention and orient the audience to the topic is given attention.
   e. The recommended steps in preparing a speech are followed.
   f. Each speech is prepared with a definite purpose in mind: (1) to interest or to entertain; (2) to inform or to educate the audience; (3) to stimulate thinking, inspire, impress, or arouse the listeners; (4) to convince with logical reasoning supported by evidence; (5) to persuade by appeals to basic human wants, desires, and emotions of the audience.
   g. After the selection of the central theme, the determination of two or three main points, and a survey of the speaker's materials already possessed, research is required to supplement where needed with additional interesting and specific material to support each main point.
   h. The purposes of the introduction of a speech, which are to gain attention, to get good will, and to orient the audience, are followed.
   i. Various ways of developing speeches according to time, space, cause and effect, classification, and problem-solution are taught.
   j. Skill is developed in planning and outlining a speech to show the relationship of one division of the speech to another.
   k. Practice is given in planning transitions, in labeling statements of reiteration, and in making initial, internal, and final summaries.
   l. Appropriate conclusions are prepared and practiced.
   m. Practice with a microphone and tape and video tape recorders is recommended.
   n. Practice before a parent or some interested person is recommended in

order to develop a sense of communication.

o. Facility in individual speaking situations is developed through practice, with direction and criticism from a trained speech teacher.

3. Principles of effectiveness in group discussion are taught.
   a. Sensitivity to, and understanding of, other human beings is emphasized.
   b. Listening attentively, appreciatively, and critically to others in the group is practiced.
   c. Objectivity is encouraged both in relationships with others and in working with information and ideas.
   d. Preparation, knowledge, evidence, and adherence to democratic principles are required.
   e. Standard plans and procedures for organizing and conducting discussions are emphasized.
   f. A knowledge of the responsibilities to be assumed by the discussion leader is taught.
   g. A knowledge of the responsibilities to be assumed by the group members is stressed.
   h. Suitable and significant questions of general and current interest on which materials are available are used.
   i. The use of ambiguous terms and loaded words is discouraged.
   j. Steps in reflective thinking are followed: (a) the nature of the problem; (b) the cause of the problem; (c) all possible solutions; (d) the advantages and disadvantages of each; (e) the selection of the best solution; (f) the practicality of the solution chosen.
   k. All members of the audience are encouraged to ask questions during a forum period at the end of the discussion if time permits.

1. Parliamentary procedure is taught.
   a. An understanding that the purpose of parliamentary procedure is to expedite business and protect the rights of individuals is developed.
   b. Skill in the use of basic rules of parliamentary procedure is developed through practice.
   c. Attention is given to the details of parliamentary procedure as provided in the constitution and in the by-laws of an organization.
   d. The approved order of business is followed.
   e. The rule that motions (main, privileged, incidental, and subsidiary) have a definite and logical order of precedence during the consideration of the one principal motion is practiced.
   f. The steps in considering a motion are practiced.
   g. Skill in the use of parliamentary procedure is attained through continued practice in conducting business meetings under a speech teacher trained in such procedure.

5. The principles of reading aloud are taught.
   a. Techniques of selecting materials suitable for oral reading are studied.
   b. Use is made of simple, factual material, as well as literary selections.
   c. The use of good explanatory material to precede reading aloud is required.
   d. Reading aloud to interpret meaning, feeling, and mood from a selection of prose or poetry is practiced.
   e. Intelligent use of phrasing for meaning and clarity is required.
   f. Interpretation of the selection with appropriate use of the voice (especially inflection, rhythm, rate, and emphasis through the use of the pause and duration of syllables) is required.
   g. Interpretation of the selection through the use of action (especially facial expression and gesture, which is suggested rather than acted) is required.

Instructional Materials

1. Textbooks, supplementary texts, handbooks, programmed instructional materials, and curriculum guides are selected by the speech staff with approval of the administration.
2. Abridged and unabridged dictionaries, a thesaurus, and a book on usage are made readily accessible in sufficient numbers for instruction.
3. Collections of speeches, literary anthologies, a book of quotations, and a recent almanac of facts are made available in the classroom.
4. Pamphlets, magazines, newspapers, and paper backs are made available for use.
5. Teacher-prepared materials, professional magazines, and journals in the field of speech are used.

6. Audio-visual materials (projectors, recorders, record players, radios, television sets, and public address equipment) are utilized.
7. Tapes, records, transparencies, and videotapes, both commercial and teacher-prepared, are used.
8. Other physical equipment including bulletin board, chalk board, speaker's stand, easel and pointer is furnished.

Instructional Activities

The elements of speech are learned through doing. These instructional activities may be rearranged to meet the needs of the individual situation. All should be included in a basic course to give balance of content and adequate opportunity for practice.

1. Students participate in informal speech.
   a. Simple get-acquainted speeches of introduction are given to establish rapport.
   b. Personal experiences are shared to create interest.
   c. Courtesy speeches (presentation and acceptance, welcome and response, introduction and acknowledgment) are given to encourage poise and self-confidence.
   d. Concise directions and explicit announcements are given to develop clarity and accuracy in speaking and listening.
2. Students make formal speeches.
   a. Speeches to interest and to entertain are given to achieve skill in gaining and holding attention, using humor appropriately, meeting such common occasions as after-dinner and luncheon talks.
   b. Speeches to inform are given to develop skill in organizing material, with special attention given to the development of the introduction, the body, and the conclusion of the speech.
   c. Speeches to inform using visual aids such as maps, charts, objects, are presented to gain skill in their use and to show that eyes supplement ears in increasing vividness and meaning.
   d. Speeches to stimulate, impress, inspire, or arouse are made to develop independent and original thinking on the part of the students, as well as to broaden their tolerance and widen their appreciation of the points of view of others.
   e. Speeches to convince are given to develop one side of an argument; to use evidence (facts, figures, and quotations with authority and exact source) to support the argument; to develop logical thinking in the preparation of a brief.
   f. Speeches to persuade, including sales talks, campaign talks, and fund-raising speeches, are made to show the relationship of persuasion to human wants and desires; to illustrate the dangers of fallacious appeals, spurious argument, and unethical evidence; and to gain an appreciation of the effect of the emotional appeal.
   g. Interviews are conducted with special attention to dress and appearance, social amenities, and anticipation of questions to be asked and information to be needed in the interview situation.
   h. Speeches for special occasions, i.e., eulogy, tribute, dedication, commemoration, are made to make clear the characteristics peculiar to this type.
3. Students participate in group discussion.
   a. Group discussion is used to stir interest, to develop group awareness, to encourage wide participation, and to instill confidence.
   b. Buzz sessions are used to give many individuals a feeling of involvement and to gain as many original ideas as possible.
   c. Panel discussions are structured to take the form of planned conversation; to use reflective thinking in order to find the solution to a current problem.
   d. Forums (following film, debate, lecture, or symposium) are used to give the audience an opportunity to ask questions and gain information, and to establish a closer relationship between the audience and the participants.
   e. The symposium is used to illustrate a formal type of program in which prepared speeches on various phases of a related subject are used, and the audience is given an opportunity to question each speaker at the close of the program.
4. Students participate in parliamentary procedure. Parliamentary procedure is used,

in the classroom and in related school activities, to teach the standard procedures for conducting business, the order in which business is conducted, the principles and purposes of parliamentary law, and the reasons for the order of precedence of motions.

5. Students participate in interpretative reading.
   a. Printed information is read orally to improve skills or oral communication.
   b. Prose selections (editorials, speeches, descriptions, illustrative stories and anecdotes, and inspirational material) are read to develop skill in conveying the thought, emotion, and mood.
   c. Poetry selections (lyric, humorous, and narrative) are read to develop skill in conveying the structure, the sound, the mood, the meaning of the author to the listener.
   d. Group reading is done to convey more richness of meaning than the individual voice can convey.

Evaluation

1. How adequate is the course in Speech I in meeting the needs of the students?
2. Is the variety of experience in speaking, listening, and observing adequate to meet the needs of all students?
3. To what extent does the course provide for the development of listening skills?
4. How well does the course provide for the development of the oral communication processes?
5. To what extent does the course avoid unnecessary repetition?
6. To what degree do students demonstrate the ability to speak clearly, correctly, and effectively?
7. To what extent is instruction in speech consistent with the objectives set forth in this course and with the philosophy of the particular school in which this course is used?
8. To what extent is the entire school identifying problems in speech instruction and seeking their solutions?

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Speech Communication Association
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."